sults of equating in reasonable ways. The potential need for equating arises whenever a testing program uses multiple forms of a test that are built to the same content and statistical specifications. Equating is a statistical process that is used to adjust scores on test forms so that the scores on the forms can be used interchangeably. Equating will be contrasted to related linking processes; traditional and IRT equating methodology will be described, and practical issues will be discussed. The focus is on developing a conceptual understanding of equating through numerical examples and discussion of practical issues. Recent developments in equating and linking performance assessments and computerized tests will be considered. The text for the session will be the co-directors' 1995 book *Test Equating Methods and Practices*, a copy of which is included as part of the fee for the session. The session is designed for upper level graduate students, new PhDs, and others interested in learning about equating. Participants should have taken at least one graduate course in measurement and two in statistics.

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